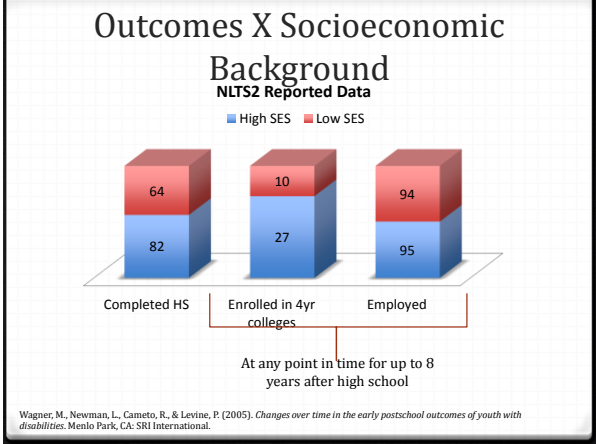
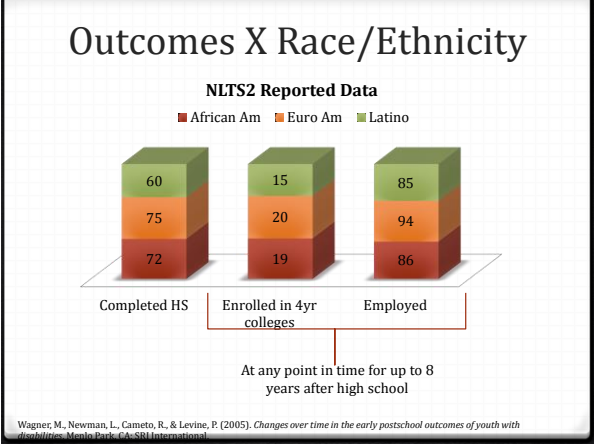


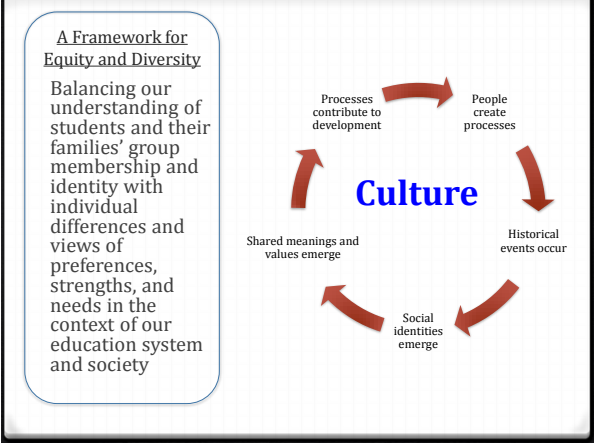


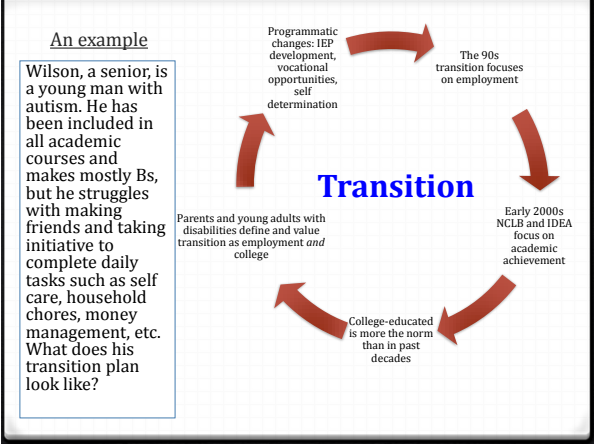
Agenda

- ✓Importance of diversity and equity in transition
- ✓A framework for thinking about diversity
- ✓Resources teachers can use









Another example

Nadia, a junior, first received services for speech and now a learning disability. Nadia and her mother overstayed their visa while visiting a relative in Chicago when Nadia was 3 years old, and they have not returned to their home country. She has been included in the general classroom and makes As, Bs, and a few Cs. She has also been active in sports and extracurricular clubs such as the student newspaper. What does her transition plan look like?

Programmatic changes: IEP development, vocational opportunities, self determination

A substantial number of schools across the US serve immigrant youth, some of whom are undocumented

Political debates about immigration and documentation heat up: Dream Act is introduced, fails, and is partially enacted

Immigrant children aspire to go to US colleges despite obstacles around documentation

Parents and young adults with disabilities define and value transition as an opportunity to attend college

Transition

Working Toward Culturally Responsive Transition Planning

Step 1: Identify the values and beliefs that are embedded in your idea of 'transition' and 'disability.'

Step 2: Find out whether the student and family share these values and beliefs.

Step 3: Put the two views 'on the table,' making the processes transparent.

Step 4: Through collaboration work to find some common ground.

Adapted from Harry, R., Kalyanpur, M., & Day, M. (1999). *Building cultural reciprocity with families*. Baltimore: Paul H. Brookes.

Working Toward Culturally Responsive Transition Instruction

Step 1: Assessment with attention to culture and language

Step 2: Access to the general education curriculum

Step 3: Instruction using a critical approach to evidence-based interventions in transition

Step 4: Connection with support across community and schools

Adapted from Trainor, A. A., & Patton, J. R. (2008) Culturally responsive transition planning and instruction from early childhood to postsecondary life. In J. Hoover, J. Klingner, L. Roca, and J. Patton (Eds.), *Methods for teaching culturally and linguistically diverse exceptional learners* (pp. 342-367). Upper Saddle River, NJ: Merrill.

Hughes, C., & Carter, E. W. (2012). *The new transition handbook*. Baltimore: Paul H. Brookes.

Examples

Step 1:
Assessment
with attention
to culture and
language

Assessment

- Language and readability
 - Can both the family and the student read the assessment tool?
 - Are translated forms available?
- Collaborative
 - Does the tool allow teacher/family/student to assess transition needs and strengths?
- Ongoing
 - Are their adequate opportunities assess over time?
- Individualized
 - Do you know the student well enough to draw upon dreams, strengths, needs, and experiences?

Example: The Transition
Planning Inventory-2

LIVING: INDEPENDENT LIVING

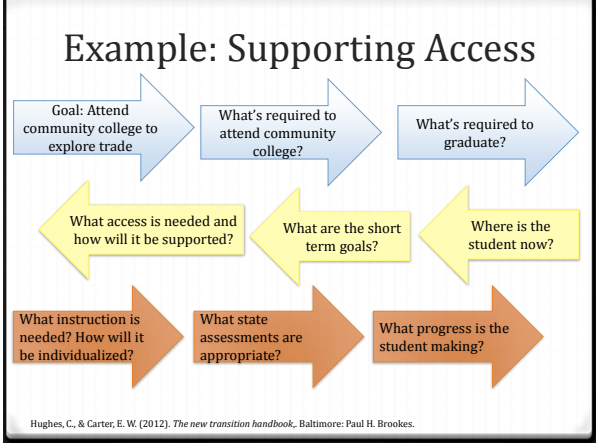
26. Knows how to find a place to live when he/she leaves home.	NA	0	1	2	3	4	5	DK
27. Knows how to do routine household tasks.	NA	0	1	2	3	4	5	DK
28. Knows how to take care of basic home maintenance and repairs.	NA	0	1	2	3	4	5	DK
29. Solves problems in new or unexpected situations.	NA	0	1	2	3	4	5	DK
30. Knows how to be careful in situations that might be harmful to him/her.	NA	0	1	2	3	4	5	DK
31. Knows how to use everyday technology.	NA	0	1	2	3	4	5	DK

Clark, G. M., & Patton, J. R. (2013). *Transition planning inventory-2* (2nd ed.). Austin, TX: PROED.

Step 2: Access to the general education curriculum

Access to General Education

- Identify individualized goals
- Identify progress towards standards
 - Do parents understand the implications of not meeting the standards?
- Compare goals with current level of performance
- Consider coursework and type of setting
- Consider exit tests and other standardized exams
- Monitor progress



Step 3: Instruction using a critical approach to evidence-based interventions in transition

Evidence-Based Interventions

- Understanding EBP and the implications for diverse groups of students
- Consider necessary adaptations that respond to the the student’s family values, beliefs, experiences, and practices
- Seek information from diverse groups of experts

Example: Self Directed IEPs

Description

The *Self-Directed IEP* contains 11 sequential lessons that typically take six to ten 45-minute sessions to teach. Lessons may be taught in a resource room, study skills class, or other settings. To teach students who are fully included in general education classes, teachers may choose to meet students during study skills or similar class. Some teachers find that removing the students from school for an IEP Leadership retreat day an effective method to provide students ample opportunities to learn the IEP meeting participating skills.

Self-Directed IEP Steps

1. Begin meeting by stating the purpose
2. Introduce everyone
3. Review past goals and performance
4. Ask for others' feedback
5. State your school and transition goals
6. Ask questions if you don't understand
7. Deal with differences in opinion
8. State what support you'll need
9. Summarize your goals
10. Close meeting by thanking everyone
11. Work on IEP goals all year

The *Self-Directed IEP* teaches students to become active participants in their IEP meetings and to lead their IEP meeting, with coaching being provided as needed by the teacher who taught the lessons. The *Self-Directed IEP* contains four instructional tools.

Martin, J. E., Marshall, L. H., Maxson, L. M., & Jermain, P. L. (1996). The self-directed IEP. Longmont, CO: Sopris West.

From the Transition Planning Inventory – 2 ...

Considering Self-Determination

S-Stop and identify

Step 1: What are some of the values and beliefs embedded in 'self-determination'?

T-Take time to share

Step 2: How do we know if our students and parents share these beliefs?

E-Exchange views

Step 3: What do we need to make transparent about 'self-determination'?

P-Participate and collaboration

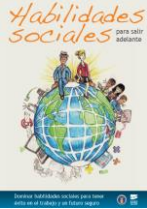
Step 4: What can we do collaboratively to find common ground?

Step 4: Connection with support across community and schools

School & Community Connections and Supports

- ◊ Develop social capital within the school community
- ◊ Develop social capital within the community, outside the walls of the school
- ◊ Recognize the barriers to social capital relative to biases in the larger community (ableism, racism, ethnocentrism, sexism, classism)
- ◊ Consider sharing and connecting through advocacy

Example: The “Soft Skill” of Networking



U.S. Department of Labor. (2007). *Skills to pay the bills: Mastering soft skills for workplace success*. Author: Washington, DC

Directions

Ask participants the following question: “How do people find jobs?” (List responses). If the following were not discussed, consider including some or all of them on the list: personal contacts, secondary or post-secondary career centers, employer websites, Craigslist, Internet job sites (such as monster.com, snagsjob.com, simplyhired.com or Indeed.com), One-Stop Career Centers, walk-in, professional or trade associations.

Ask: “Did you know that approximately 80% of jobs today are NOT advertised?”

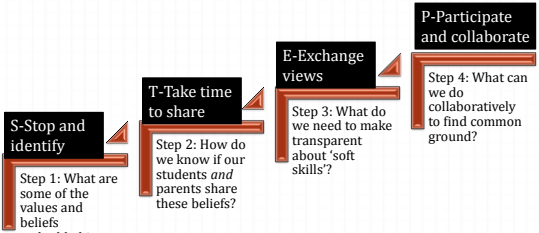
Discuss: “If employers are not advertising, how are people finding jobs?”

DISCUSSION POINTS:

- Talking to or contacting people you know to find job leads is the most effective way to find a job.
- Most of us find a job through personal contacts—people we already know such as our friends and family, doctor, dentist, and people we meet when we go shopping and during our normal everyday lives. Personal contacts are also the people that our friends and family know.
- Approximately 60% of job hunters find their new job with the help of friends, family members, and acquaintances.

Break the group into smaller groups of three or four. Considering the fact that people most often find jobs by interacting with other people, ask each group to spend five minutes developing a list of five strategies they might use when looking for a job (who could they talk to, what could they say, etc.). Strategies should be geared to creating as many ways as possible to tell others you are looking for a job.

Considering Soft Skills: Communication, Enthusiasm, Teamwork, Networking, Problem Solving, Professionalism



S-Stop and identify
Step 1: What are some of the values and beliefs embedded in 'soft skills'?

T-Take time to share
Step 2: How do we know if our students *and* parents share these beliefs?

E-Exchange views
Step 3: What do we need to make transparent about 'soft skills'?

P-Participate and collaborate
Step 4: What can we do collaboratively to find common ground?

Working Toward Culturally Responsive Transition Education

- Present the concept of culturally responsive transition planning and the STEPS at your next department meeting, utilizing teaching resources in your school
- Communicate your goal to families to use culturally responsive transition planning and the planning STEPS
- Modify the STEPS and create a tool that your transitioning youth can use in postsecondary environments
